की बीमारियों के उन्मूलन की राष्ट्रव्यापी योजनाएं सरकार ने बनाई हैं जैसे चेचक के लिए योजना बनाई गई थी, क्या सरकार एक राष्ट्रव्यापी योजना बनाना चाहेगी ? जैसे ही पशुओं का बच्चा पैदा होता है उसको इस टीके से आरोपित करके इस बीमारी के राष्ट्र से पूर्ण उन्मूलन की कोई योजना सरकार कार्यान्वित करना चाहेगी, यदि हां तो उसकी कार्य योजना बनाने के लिए आप क्या कदम उठाना चाहते हैं ?

श्री अरविन्द नेताम : सभापति महोदय, जैसे कि मैंने कहा कि आठवीं पंचवर्षीय योजना में हम लोगों ने इसका प्रावधान बढ़ाया है और सरकार का उद्देश्य यह है कि अधिकतम टीके लगाए जाएं ताकि इसकी व्यवस्था हो सके । इसमें आठवीं पंचवर्षीय योजना में दो तीन बातें हैं जिसमें सरकार की तरफ से प्रयास हो रहे हैं। ज्यादा से ज्यादा टीके लगाए जाएं और इसके इलावा भी कुछ सैंटर्ज हम लोगों ने स्थापित किए हैं और उनको मजबूत किया जा रहा है क्योंकि इसका इलाज यह है कि जितने अधिकतम टीके लगाए जाएंगे उतना ही अच्छा होगा ।

SHRI SOM PAL : Sir, this is a very non-commital reply. I am on launching a national eradication plan to earidcate the disease completely from the country.

श्री अरविन्द नेताम : सभापति महोदय, ऐसा कोई कार्यक्रम नहीं है ।

श्री सोमपाल : इसमें क्या कठिनाई है ? सारा मेकेनिज्म बना हुआ है तो आप क्यों नहीं करना चाहते हैं ?

श्री अरविन्द नेताम : महोदय, आठवीं पंचवर्षीय योजना में हम लोगों ने प्लान एलोकेशन बढ़ाया है और उसके टीके की व्यवस्था ज्यादा से ज्यादा कर रहे हैं । इसमें राज्य सरकारें जिस ढंग से सामने आएंगी हम निश्चित रूप से मदद करेंगे ।

*465. [*The Questioner (Chaudhary Harmohan Singh) was absent. For answer* Col.....infra.]

466. [*The Questioner (Shrimati Urmila ben Chimanbhai Patel) was absent. For answer vide* col.....infra.]

Out of course Maths paper for XII Standard

*467. SHRI VIRENDRA KATARIA :†
SHRI SOM PAL :

Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state :

(a) whether a final decision has been taken with regard to the difficult, lengthy and out of course Mathematics paper for class XII students of the CBSE examination conducted in March, 1994;

(b) if so, the details thereof;

(c) if no decision has so far been taken, by when it is likely to be taken and the reasons for delay in arriving at a decision in the matter, which is causing concern to the tens of thousands of students and their parents; and

(d) what measures are contemplated to ensure that such things do not recur in future?

THE DEPUTY MINISTER IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (DEPTT. OF EDUCATION AND DEPTT. OF CULTURE) (KUMARI SELJA) : (a) to (d) A statement is laid on the Table of the Sabha.

Statement

Soon after the Class XII Mathematics Examination held on 4-3-1994, the Central Board of Secondary Education (CBSE) had set up a Committee of Subject Experts of mathematics to examine the complaints and allegations with regard to the question papers under reference. The Committee consisted of 11 members and 3 co-opted members drawn from NCERT, University of Delhi, Principals and senior teachers of mathematics of Government and Independent schools and represented a cross section of experts and practitioners of mathetion of experts and practioners of mathematics teaching. The Expert Committee submitted a unanimous report on 15-3-94 which indicated, briefly, that though the question papers under reference could not be termed as being of higher difficulty level, they contained some questions involving lengthy calculations resulting in possible loss of time to a large number of examinees. The

†The Question was actually asked on the floor of the House by Shri Virendra Kataria.

Committee, therfore, recommended he adoption of a comprehensive and exhaustive Marketnig Scheme to compensate the examinees placed at a disadvantage because of time constraint. After examining the draft Marking Scheme developed by the CBSE for evaluation of the question papers under reference, the Expert Committee was satisfied that it would serve the purpose of adequately protecting the interest of examinees. The CBSE had issued a Press release to this effect on 18-3-94 and had also taken steps to ensure that Additional Head Examiners were specially familiarised with this liberalised Marking Scheme to ensure its uniform and objective implementation during evaluation.

The Board has decided to emphatically specifically reiterate its guidelines to the Paper Setters and Moderators with regard to the format and length of question papers in order to prevent such situation in future.

श्री वीरेन्द्र कटारिया : चेयरमैन साहब, यह जो सवाल मैंने किया है इसमें thousands of people are involved. इसका जवाब इन्होंने दिया है कि एक एक्सपर्ट कमेटी बनाई गई थी जिसने अपनी रिपोर्ट दी है । लेकिन क्वेश्चन इतने लम्बे थे और इतनी केलकुलेशन करनी पड़ती थी कि इसमें समय बहुत लग जाता था और टाइम के पेरामीटर में दिक्कत होती थी इसलिए उन्होंने कोई ऐसा इंतजाम किया है इस सिचुएशन को देख कर कि लिबरल मार्किंग की जाए ।

Thousands of students are not satisfied with the recommendations of this Committee. May I know from the Minister what steps are being taken so that such incidents do not occur again and papers are set within the parameters of the syllabus and the timeframe? What measures are being taken so that such incidents do not occur again?

KUMARI SELJA: We have decided that this time we well issue instructions to the moderators that they will have to give in writing that the questions they set will not be out of the prescribed syllabus, nothing is confusingly worded and the paper's standard and the time aspect are well taken care of so that such situations do not arise in future.

SHRI VIRENDRA KATARIA : Sir, may I know what measures are being taken to compensate the students who have suffered due to this paper because, according to them, it was out of the course, it was too lengthy and too difficult? Secondly, this malady is increasing day by day. Even University papers are being cited with such like problems which have arisen in this paper.

May I know whether there is any plan of the Government to ensure that the paper-setters are governed by some set rules so that they do not put in the question papers things which are out of syllabus and that they do not set lengthy question papers. If they do it, there must be a mechanism by which they may bus and the time-frame? What measures have some hope and some remedy for this problem I have stated.

KUMARI SELJA : As regards the second part of the question, I have just answered that.

The hon. Member has said that the questions were out of course and that they were too lengthy and difficult. Sir, the experts committee which was set up immediately on receipt of these reports, has submitted its report on the 15th of March. It has said that the questions were not out of course but that they were lengthy and that the level was also not high. Keeping in view the fact that they were lengthy and that some students might have suffered because of this, a liberalised marking scheme was evolved. I am sure that the students will have no cause for complaint.

श्री वीरेन्द्र कटारिया : मैंने यह कहा कि लाखों स्टूडेंट्स सैटिसफाइड नहीं हैं इस कमेटी की रिपोर्ट से । इसलिए क्या गवर्नमेंट का कोई ऐसा इरादा है कि उनका जो सबमिशन है उस पर दोबारा गौर किया जायेगा ?

KUMARI SELJA : Sir, I have already answered that the experts committee went into everything. There were Mathematics experts.

MR. CHAIRMAN : They have considered it.

KUMARI SELJA : Yes, Sir, they have considered it, and they have evolved a liberalised marking scheme.

SHRI SOM PAL : Mr. Chairman, Sir, so far as this year's difficult and lengthy paper is concerned, the action that was taken by the Government swiftly and timely is really commendable. It appointed a committee which has come out with a unanimous report. The liberalised markings scheme is in order. I have also enquired about it from schools. This again is commendable.

But the question is that this is such a threshold that at the 12th or the 10th level students branch off towards various professional and higher courses. A small difference, a difference of even a decimal percentage, is enough to mar their career. The question is that this has become a usual phenomenon. Every year one of the question papers is such.

What effective mechanism have you evolved to conduct a prior scrutiny of the papers to see that they are not out of the courses, out of the curricula, that they are not very lengthy and that they are not beyond the level of the expected threshold of the students ? This is my question.

KUMARI SELJA : We have evolved a mechanism. We have already looked into it. As I have replied to the first supplementary, the scheme was there, but, obviously, there was some problem somewhere. So, that difficulty came up. That is why, now we have asked the moderators to give in writing that they have vetted the question paper. We will also see that it is not out of syllabus or too lengthy or too difficult. Earlier it was not taken in writing from the moderators. Now they will vet the question paper and give it in writing.

श्रीमती आनन्दीबेन जेठाभाई पटेल : मैं आपके माध्यम से माननीय मंत्री जी से जानना चाहूंगी कि क्या आपरेशन ब्लैक बोर्ड कितना प्रभावी हुआ है, इसका मूल्यांकन किया गया है ? यदि हां तो किन-किन प्रदेशों में किया गया है और उसके मूल्य नतीजे क्या आये हैं । मेरी जानकारी में है कि उत्तर प्रदेश की सरकार ने मेरठ जिले का आपरेशन ब्लैक बोर्ड . . . .

MR. CHAIRMAN : This is a different question.

SHRI SURINDER KUMAR SINGLA: Mr. Chairman, Sir, the question raised by Mr. Virendra Kataria is really highlighting that year after year the annual examination system has failed to assess the students talent and other things. I have a wider question to ask. The annual examination system is more in the nature of memory testing than a weekly test and a monthly test where the whole examination is spread over the year. That would really be testing the talents and skill formation of the students. Is it possible for the Minister to consider dispensing with the annual system of examination because it is not really fair in judging the students' talents and, instead, evolving a new system of examination spread over the whole year ?

KUMARI SELJA : Sir, the present system of examination is quite satisfactory.

SHRI DINESHBHAI TRIVEDI : Sir, there is no doubt that there is something seriously wrong with our educational system. Yesterday in this very House all the Members, including the Chair, were concerned with the number of suicides by youngmen taking place. Students of 11 years, 10 years, 14 years are committing suicide because of the burden of education on them. Sir, I can guarantee you that even the Members sitting here will find problems with the syllabus of Class II. My question is if the Government is seriously trying to review the entire education policy and is also trying to implement the recommendations of the Yashpal Committee, wherein it was very clearly said that the load which a youngster carries on his back is like that of a donkey. Would the Minister consider and do something immediately to ensure that this nonsense is stopped ?

KUMARI SELJA : It does not directly come out of the question we are answering. So, I would require a separate notice for this question. But, since the hon. Member has asked a general question, I can also give him a general reply. The Yashpal committee went into the question of load and the burden. We have discussed this at several levels. It was discussed recently with the States. In the Central Advisory Board on Education there was a very exhaustive discussion. All the State Education Ministers took part in the discussion. It has gone back to the States. They have been asked to hold a widespread discussion in the States and then come back.

SHRI DINESHBHAI TRIVEDI : But you are spending time in discussing, discussing and discussing. Why can't you, for heaven's sake, implement something?

SHRI VENOD SHARMA : The hon. Minister has stated that liberal marking will be adopted. But those questions which were not within the purview of the syllabus and were not known to the students, they might not have attempted. Because the question paper was lengthy and the time was short, they might not have been able to complete their questions. Because those questions might not have been attempted, even this liberal marking will not help. Will the Minister kindly explain how the liberal marking will help them or will some grace marks in this context be given to the students?

KUMARI SELJA : May I reiterate once again that nothing was found to be out of syllabus in the question. But we have admitted that some questions were a little lengthy and we feel that the new marking scheme—as one of the hon. Members here himself expressed satisfaction—will be helpful in this ragard.

SHRI VENOD SHARMA : Mr. Chairman, Sir, I want to know if they will give some grace in marking to the students, because the liberal marking....

MR. CHAIRMAN : Liberal marking includes grace marks. The hon. Minister has also said that nothing was out of the syllabus. (*Interruptions*) Anyway, it is a liberal attitude. What we need in my view is that those who set the question papers should be more competent. This is something which we have forgotten.

KUMARI SELJA : We will take care on that.

DR. NAUNIHAL SINGH : Mr. Chairman, Sir, in another instance, may I know from the Minister whether it is a fact that one question of 25 marks was missing from the Class XII Hindi typewriting examination paper conducted in March, 1994 the Central Board of Secondary Education? If so, what is the action taken by the Government to rectify this lapse? May I know from the Minister whether someone has been punished for this act of omission? What are the measures contemplated by the Government to avert such a situation in future?

MR. CHAIRMAN : Question Hour is over.

WRITTEN ANSWERS TO QUESTIONS

लघु-सिंचाई परियोजनाओं पर अपेक्षाकृत कम लागत आना

*461. **श्री अजीत जोगी** : क्या जल संसाधन मंत्री यह बताने की कृपा करेंगे कि :

(क) क्या बड़ी तथा मध्यम सिंचाई परियोजनाओं की तुलना में लघु परियोजनाओं पर प्रति हेक्टेयर सिंचाई क्षमता पैदा करने के मामले में अपेक्षाकृत कम लागत आती है;

(ख) यदि हां, तो तत्संबंधी ब्यौरा क्या है;

(ग) आठवीं पंचवर्षीय योजनावधि के दौरान बड़ी, मध्यम तथा लघु सिंचाई परियोजनाओं के लिए सिंचाई क्षमता पैदा करने के लिए पृथक-पृथक क्या लक्ष्य निर्धारित किए गए हैं; और

(घ) उपर्युक्त तीनों श्रेणियों में से प्रत्येक श्रेणी के अंतर्गत इन परियोजनाओं पर कुल कितनी धनराशि व्यय होगी ?